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CI 513

**Critical Thinking Tech Activity**

1. The Intel Seeing Reason facilitates students’ critical thinking by enabling them to see and establish a link between different types of causes and the effects of those causes. Students use deductive reasoning to evaluate whether their arguments are supported by the evidence. The tool also supports social learning as students discuss their claims and reasoning with other students.
2. I identified a new factor as a probable cause of traffic: road work. Road work contributes to traffic by reducing the availability of useable lanes. Therefore, as road work increases, the number of lanes a commuter can use decreases by a significant amount (50% decrease on a two lane road). This established a strong causal link between road work and number of lanes.
3. The first step is to fully define the problem to be solved. Once the problem is defined, the teacher can then create the task, decide how many teams there will be, create the teams and enter the students’ names into their respective teams. At this point, students will be able to log in and create as many factors cause the problem as they can think of. Students will then connect factors with color coded arrows according to their respective relationships. After students establish their relationships, they can then check their theories by entering in data that will test the accuracy of their reasoning. Now students will be ready to add new relationships if necessary and finally determine conclusions that may prove or disprove their original theories. The teacher can assess the students’ work by the soundness of their conclusions and the quality of the data that went in to determining them.
4. One of the project ideas that might be of use to me would be the “Neighborhood Diversity” project. It is geared toward US History classes in grades 8-12. This project would allow students to look at the factors that create ethnic and racial enclaves in their own town or city. Students examine social, economic, and political factors that have contributed to changes in population over time. An example of a curriculum framing question would be “How have the relationships forged by humans with places changed over time?”
5. The Intel Showing Evidence Tool facilitates students’ critical thinking skills by strengthening their powers of argumentation. Students use higher-order thinking skills to evaluate a position and use evidence to back that position up. Students also learn to evaluate the quality of the evidence that forms the basis of their argument.
6. First students are pre-assessed to determine their background knowledge. Throughout the project students will use science journals in order to check for understanding of content. A timeline handout checks students’ organization and information tracking skills. Students learn how to use a rubric to evaluate the quality of the evidence. Students are also graded with a rubric on their presentations. The use of many different methods of grading are used to assess the students’ performances, products, and knowledge.
7. Teachers must first set up an account in order to create a project. Once they have set up an account, they can look in the teacher workstation for examples of projects that might be useful for their classes. Teachers can customize the project to fit the needs of their particular assignment. All of the lessons in the Showing Evidence tool are available for educators to use.
8. In my US History class I could use the Examining Turning Points exercise to have students analyze major turning points in history. Although the exercise is geared toward European history, I could change the scope of the assignment to an area in which America became involved in European history. (ex: World War I, World War II, Cold War, Marshall Plan, etc.)